

TAG QUESTIONS, SYNTACTIC VARIABLES, AND GRAMMATICALITY

George Wedge and Frances Ingemann
University of Kansas

As a class exercise, D. Terence Langendoen submitted ninety-one statements to a group of forty-six secondary school English teachers who attended an NDEA Institute at Ohio State University. They were to form an appropriate tag question for each of the ninety-one items. The responses for sixty-seven of these items, published in Essentials of English Grammar (1970), display a considerable range of variability within this homogeneous group of native speakers, a range wider than one might have anticipated considering their professional bias.

Ilse Lehiste submitted the same set of items to forty-six Estonian-English bilinguals between the ages of seventeen and fifty-one. In "Grammatical Variability and the Difference between Native and Non-native Speakers," Lehiste states that her expectations were "that there would be a considerable variation within the bilingual group, and that the younger bilinguals would be progressively more similar to the native speakers of English than the older bilinguals in their formation of tag questions" (p. 88). Neither of these expectations was met. The anticipated relationship between performance and age was not present. There was a considerable range of variability among the bilinguals, but the difference between the bilingual range and that discovered among English teachers by Langendoen was, in Lehiste's words, "rather small" (p. 93). For Lehiste, such results present a serious challenge to current assertions that grammaticality may be determined by appeal to the native speaker's intuitive knowledge: native speakers do not appear to agree with one another, and bilinguals seem to have the same range of variability as native speakers.

During the summer of 1970, Frances Ingemann prepared a class exercise which presented, in random order, the sixty-seven items for which Langendoen had published his results and fifteen additional items suggested in his book, some of which had also been part of the original questionnaire. She and George Wedge submitted this questionnaire to two groups of native speakers: (1) a group of twelve students in an introductory linguistics course, and (2) a group of thirty-two informants whose common bond was that they were neither teachers nor students of English or grammar. The results obtained from this survey are the subject of the present study.

It should be admitted at the outset that these results are not strictly comparable to those of the Langendoen and Lehiste surveys. Because some statements on the original questionnaire did not appear in Langendoen's book, they were omitted in the Kansas survey. Some sentences are on the Kansas questionnaire which were not in the earlier surveys. The order of the sentences in the original survey was not random, but grouped according to the kind of tag formation problem presented by the sentence (grouped, that is, in the same way as they

are in the appendix to this paper). Since Lehisté published only her conclusions, not her data, detailed comparisons with the Kansas survey is not possible. Comparison of the data for the 67 items common to the Kansas survey and Langendoen's, however, is possible, provided that one remembers that slight variations in response may have been caused by differences in the test or in the test procedures.

Among the possible results of the Kansas survey were: (1) that there would be a wider range of variability among the thirty-two non-professionals (group B) than among the beginning linguistics students (group A) or the English teachers (group L), (2) that there would be occasional sharp contrasts in the percentage of informants from the different groups who gave a specific response to a specific item, and (3) that group A would fall somewhere between groups B and L. The first of these possible results was not found: the range of variability is quite similar for all groups, though there is, as there was for Lehisté's informants (group E), a higher frequency of aberrant responses from group B than from groups A and L. The second result, that there would be occasional sharp contrasts in the responses to individual items, was found. The third, that group A would fall somewhere between groups B and L, was often observed, although there were enough counter-examples to prevent an overall generalization. A more carefully controlled experiment (now being planned) might provide insight to the nature of syntactic variables in the rules of sentence formation followed by native speakers.

One revealing way to consider the range of variability in the responses of groups A, B, and L is to consider those items which elicit the maximum number of variants from one or more of the groups. The distribution of these items is shown in Table 1.

TABLE 1: Items eliciting a maximum number of variants from Groups A-B-L

Item	Groups showing maximum variation
16. There happen to be six books on the table.	B
17. I must go home now.	A
19. I may see you tomorrow.	A, B, L
75. Six books happen to be on the table.	A

Item 19, which elicits maximum variation from all three groups, is "I may see you tomorrow," which ought to elicit, according to the rules usually given for tag formation, either "may I not?" or "mayn't I?" We will call a response in which the tag question repeats the auxiliary of

the main clause of the statement a formal response. The responses of some informants, however, use another auxiliary semantically similar to the auxiliary of the main clause. These we will call notional responses. In item 19, five different modals were offered by the informants:

May	Groups A, B, L
Might	Groups A, B, L
Will	Groups A, B, L
Can	Group L
Shall	Group L
Should	Group B

The favored variants were may and will, with distributions as indicated in Figure 1. The difficulty of the item, apparently, is that the tag using may as a request for confirmation is identical in form to a request for permission. Groups A and L divide about equally between a formal response and notional response. Only 15% of Group B elect a formal response; 50% elect the notional response "won't I?" Among other group B responses, two people responded with aberrant tags that evaded the choice of a modal (okay?/I hope?) and three others did not respond at all.

Item 17, which also elicited maximum variation from group A, presents the same problem of tag formation as item 19, choice of modal. In fact, the entire group of items presenting modal auxiliaries (17-21) elicits high variation from groups A and B.

Items 16 and 75 are obviously similar, and present the same difficulty for group A and group B, choice between a tag with be and a tag with do. Item 16 elicits maximum variation from group B, near maximum variation from group A; item 75 elicits maximum variation from group A, near maximum variation from group B. In contrast, item 16 elicits only average variation from group L (item 75 was not submitted to that group).

It should perhaps be stressed at this point that while the number of different responses given for a particular item may vary considerably from group to group, the types of variants are few, and most types occur in responses from all three groups. Only one type of response occurs in the responses of one group and not in those of the other groups. One group B informant employs the tag "okay?" twice (items 19 and 67), another responds "I hope?" once (item 19). Such tags are, of course, grammatical--they are among the types of tag questions described by Bolinger in Interrogative Structures of American English (1957)--but they are not responsive to the task set by the questionnaire. Three such responses in a total of 2624 do not seem of sufficient weight to cast doubt on the reliability of group B. They do, however, suggest that some members of group B had difficulty understanding what a tag question of the form sought is. There is other strong evidence that this was in fact the case.

To describe one kind of contrast between group E responses and those of group L, Lehiste tabulated group E responses which were "deviant" from those of group L. A "deviant response" she defined as a tag ques-

tion not offered by group L among the set of variants for a specific test item. As Lehiste admits, the measurement is of questionable validity:

It should be kept in mind that there was extensive variability within (group L), even though it consisted of English teachers. This variability was reflected in the number of possible responses to a given statement, which ranged from one to eight. There is no evidence as to how a less uniform monolingual group would have performed under similar circumstances, and what the number of their deviant responses might be relative to the responses given by the reference group. It is likewise unknown whether the same two groups would have produced identical responses when re-tested on a different occasion.

Group B, of course, gives us "evidence as to how a less uniform monolingual group....perform(s) under similar circumstances": it produces the kind of responses Lehiste has called "deviant" in group E, and only slightly less of them, as may be seen in Table 2:

TABLE 2: Number and percent of responses from Groups A-B-E deviant from responses from Group L

Group	Number of deviant responses	Total responses	Percent
A	60	984	6.1%
B	337	2624	12.7%
E	701	4186	16.7%

Most of the tags thus identified, however, are "deviant" only because of the arbitrary choice of group L as the reference group. That an item elicited only "don't I?" from group L, but "do I not?" from one or two informants of some other group is not linguistically significant. With Lehiste, we view such responses as discountable deviant responses.

The remaining responses Lehiste called "deviant," we shall call "aberrant," with the understanding that we are describing only aberration from the kind of tag response sought in the questionnaire, not aberration from the language in general. Their frequency among responses of groups A, B, and E may be seen in Table 3.

Aberrant responses may be sub-classified in two ways: (1) whether there is concord of person between the subject of the statement and the tag pronoun, and (2) whether they have the form sought or lack it. Aberrant responses showing lack of concord include "Either the girls or John will stay(, which one?)" and "I like ice cream(, don't you?)."

TABLE 3: Frequency of aberrant responses from Groups A-B-E

Group	Number of aberrant responses	Total responses	Percent
A	4	984	0.41%
B	47	2624	1.79%
E	95	4186	2.27%

On the basis of form, Bolinger identifies five types of tags, only one of which is sought by the questionnaire, the Auxiliary Tag. All of the aberrant responses elicited from groups A and B either lack concord or are of one of the four types not sought by the questionnaire and are thus formed by rules of English grammar, though not by the rules here tested. It would be interesting to know whether the few informants who produce aberrant responses have in common something that other members of their groups lack. It is not, on Lehisté's evidence, related to the age of the informant, nor to the bilingual status of her informants. While the occurrence of such aberration reduces the likelihood of a perfect fit in the comparison of one group with another, it seems impossible to prevent. To the extent that it provides an index to the informant's understanding of the nature of tag questions, it would be undesirable to prevent it even if one could. Its effects upon comparison of particular features of tag formation across groups is negligible.

Another gross comparison of groups is comparison of the number of times the informants of a group reached complete agreement on a single response to an item. Neither group B nor group E ever achieved such agreement. For groups A and L, the frequency of such agreement may be seen in Table 4:

TABLE 4: Groups A and L, Complete agreement on a single response

	Full Questionnaire		Sixty-seven Shared Items	
Group A	25 items of 82	30.5%	20 items	29.8%
Group L	33 items of 91	36.2%	12 items	17.9%

Only three items elicited complete agreement from both groups: 53. "My cousin is handsome(,isn't he?)" 54. "My cousin is pretty(, isn't

she?)" 63. "Either Sue or the boys will stay(, won't they?)." On 53 and 54 Group B had better than 90% agreement, and the minority responses were not aberrant. On 63, however, group B offered 5 variants, one of them aberrant.

What is surprising about complete agreement within and across groups is not that some groups fail to achieve it at all, not that groups A and L achieve it about a third of the time, but that the items on which they have achieved it correlate only three times in sixty-seven opportunities, a strikingly low 4.49% of the items.

Moreover, that two groups unanimously chose the same response does not mean that both groups have made their choices on the same basis. Item 63, "Either Sue or the boys will stay" elicits "won't they?" from all informants in groups A and L, but Item 64, "Either the girls or John will stay," elicits mixed responses from the two groups:

	A	L
they	92%	46%
he	8%	52%

Apparently, a narrow majority of group L informants have a rule that requires the pronoun of the tag to agree in number with the second of two subject nouns joined by a correlative conjunction. The vast majority of group A informants require plural agreement if either noun is plural. Practically all group B informants use the same rule as group A. Behind the apparent concurrence of groups A and L on item 63 is disagreement about how a proper tag is formed.

For the items discussed below, it is assumed that apparent agreement is real agreement, no discernible difference having been found in the rules whose application has resulted in a particular choice. The figures which follow present data from the three surveys. Each figure is concerned with a single aspect of tag formation. Aberrant responses are ignored except for those which lack pronoun concord but have the same form as an auxiliary tag. Such responses, while they reveal that the informant is momentarily confused about the nature of the test, reveal as well, that he understands the task to involve a choice between repeating the modal or substituting a notional equivalent for it. Since the informants giving these responses have the same difficulty choosing between notional and formal agreement as informants who supply monologue responses, it seems proper to include them. Some informants occasionally gave more than one response to a single item; these double responses are counted separately and thus cause the total percentage for the item to exceed 100%.

Figure 1 presents the distribution of two kinds of responses to test items containing the modals must, may, and ought. Item 17 is the only item of this set for which a majority of all three groups supplied the formal response. Even for this item, the group A and B majorities are slim. Thirty-one percent of B and 8% of A supply should, a notional

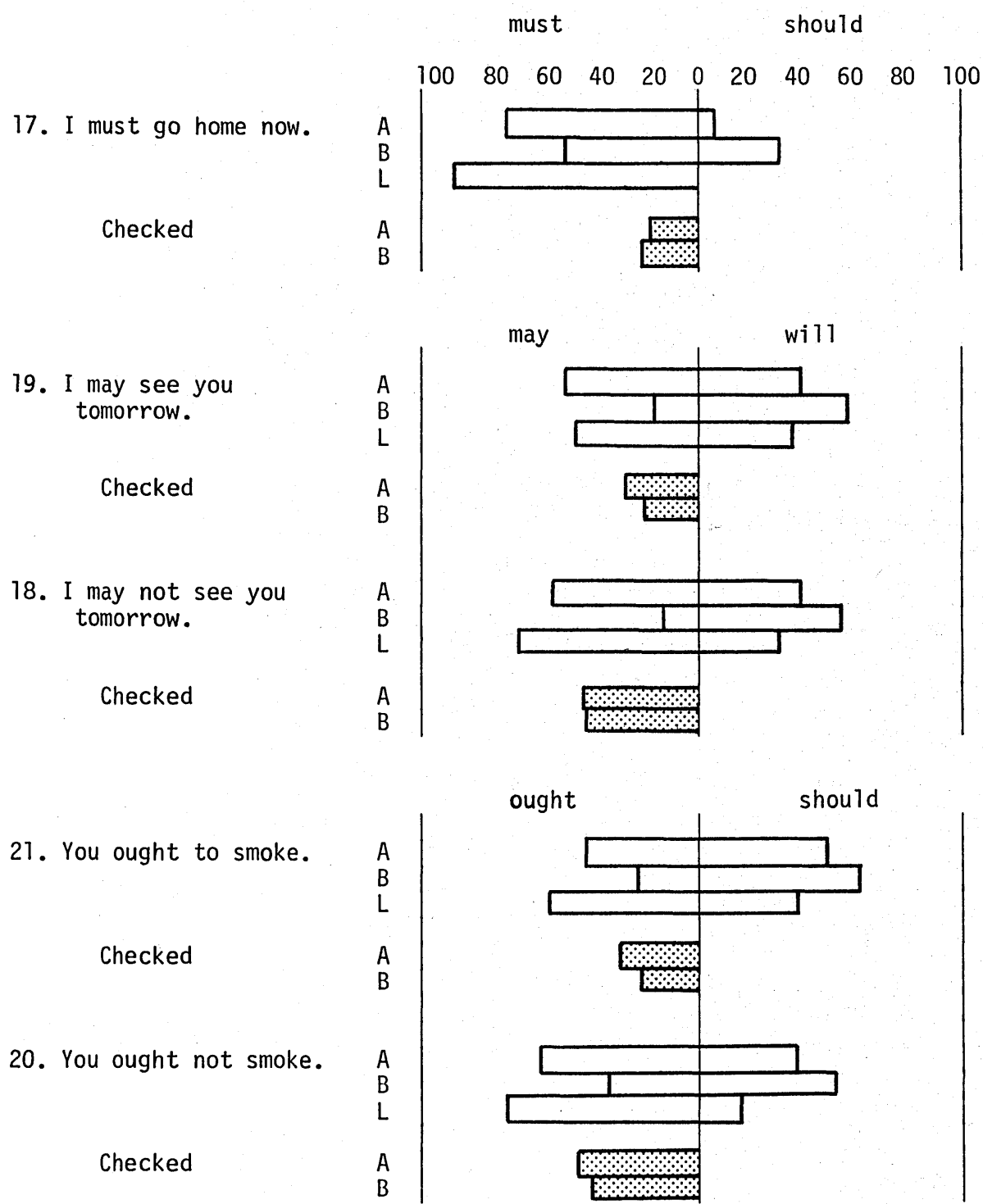


Figure 1. Must, may, and ought followed by repetition of the modal or by a notional equivalent

equivalent with slightly different semantic content. Another 9% of B and 8% of A supply the semantically neutral do. Further, 17% of group A and 16% of B who had supplied must check marked the response, indicating that they would avoid using the tag because it sounded awkward or unnatural. Since strong objection to the formal tag results in attempts to change or neutralize the semantic content of the modal, and since the difference in content between must and should is the difference between absolute and relative obligation, the objections would seem to rise from the informants' doubt that it is possible for someone else to confirm a statement expressing absolute obligation.

For may and ought the results are similar, except that the majority of group B favors notional agreement in all these items, and 50% of group A favors it for an affirmative statement for all but an affirmative statement containing may. The negated statements elicit formal responses more frequently than the affirmative statements, but they also elicit high proportions of check marks from groups A and B, about forty percent of each group for both negated statements.

In Figure 2, representing various uses of have in the test item and the proportions of have vs. do, we meet an instance of 100% agreement among all three groups: auxiliary have preceding a clearly marked past participle is followed by have in the tag. The only exception to this rule noted in the survey is a few responses using do to item 51, "The Queen Mary has made her last voyage." These group B responses may have been elicited orally, since it is known that a few of the students who collected the group B responses did administer the questionnaire orally.

With have got, 50% or more of groups A and L repeat have in the tag, and the percentage of both groups is slightly higher if the statement is negative. Fifty-six percent of group B follows the same rule for an affirmative statement, but the group is equally divided on have vs. do in the tags supplied for the analogous negative statement (47% each, 6% not responding). Still, we are far from the unanimity found for have followed by a past participle, for over 40% of groups A and B use do following have got.

When an affirmative statement contains have as full verb, the occurrence of have in the tag is less frequent for groups A and L than it is for have as auxiliary, but it still occurs there frequently. Over 80% of group B, 67% (including one double response) of group A, and 42% of group L supply do. A negative statement containing have as full verb elicits have in the tag more frequently than an analogous affirmative statement. "I have not five cents to my name" in contrast to "I don't have five cents to my name" may have disturbed some group B informants, but they respond to it by choosing to repeat have in the tag more frequently than they did for the affirmative statement "I have five cents in my pocket." As with auxiliary have + got the resulting distribution is an even split between have and do (47% each, including one double response). Why negation should have this effect in both cases, and why the contrast with the analogous affirmative statement should have a lower frequency of occurrence with negated have + got but a higher frequency with the negated full verb, is not

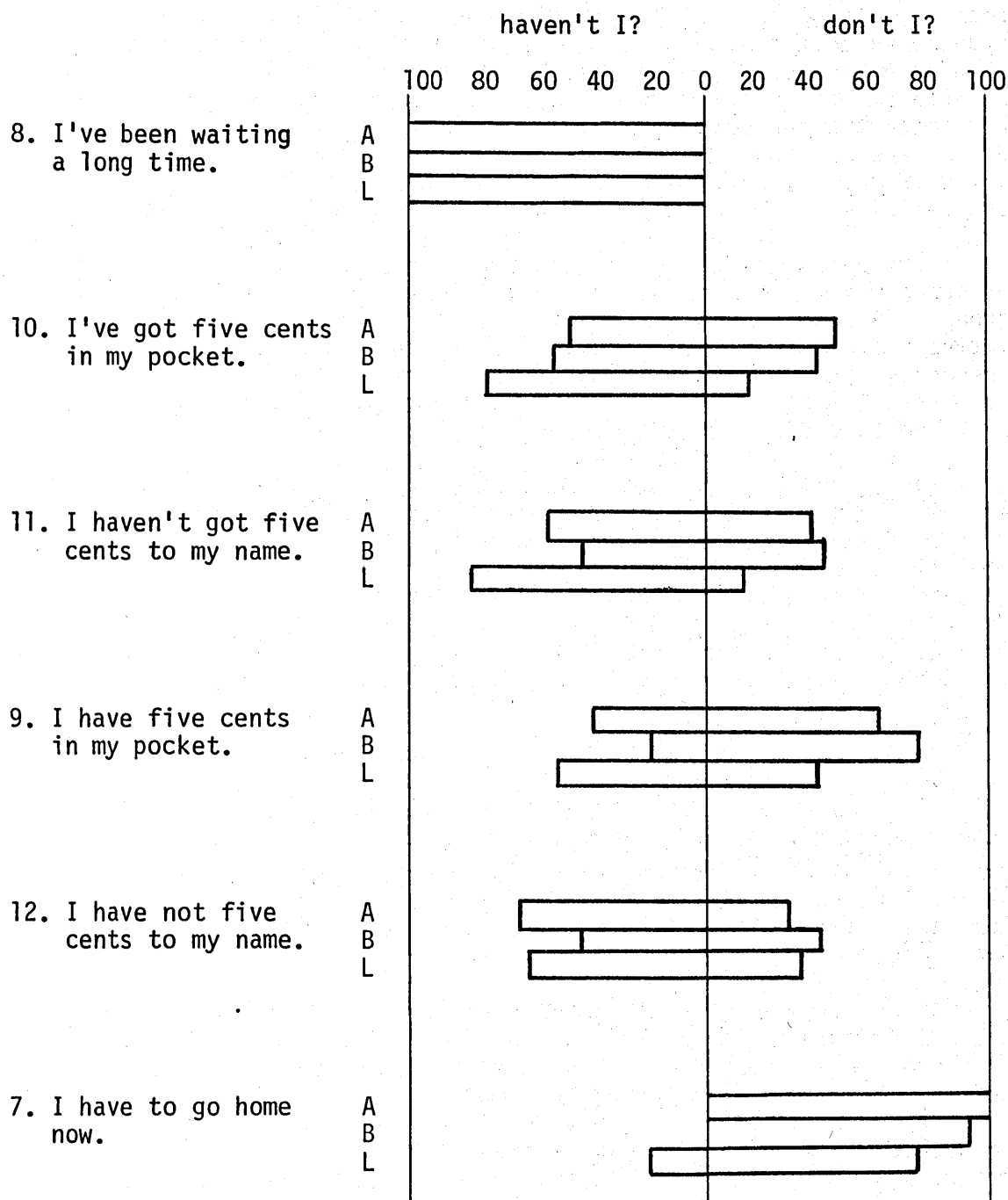


Figure 2. Have followed by tags with have or do

apparent in the data. One wonders again what patterns might emerge were it possible to sort group B informants into homogeneous sub-groups.

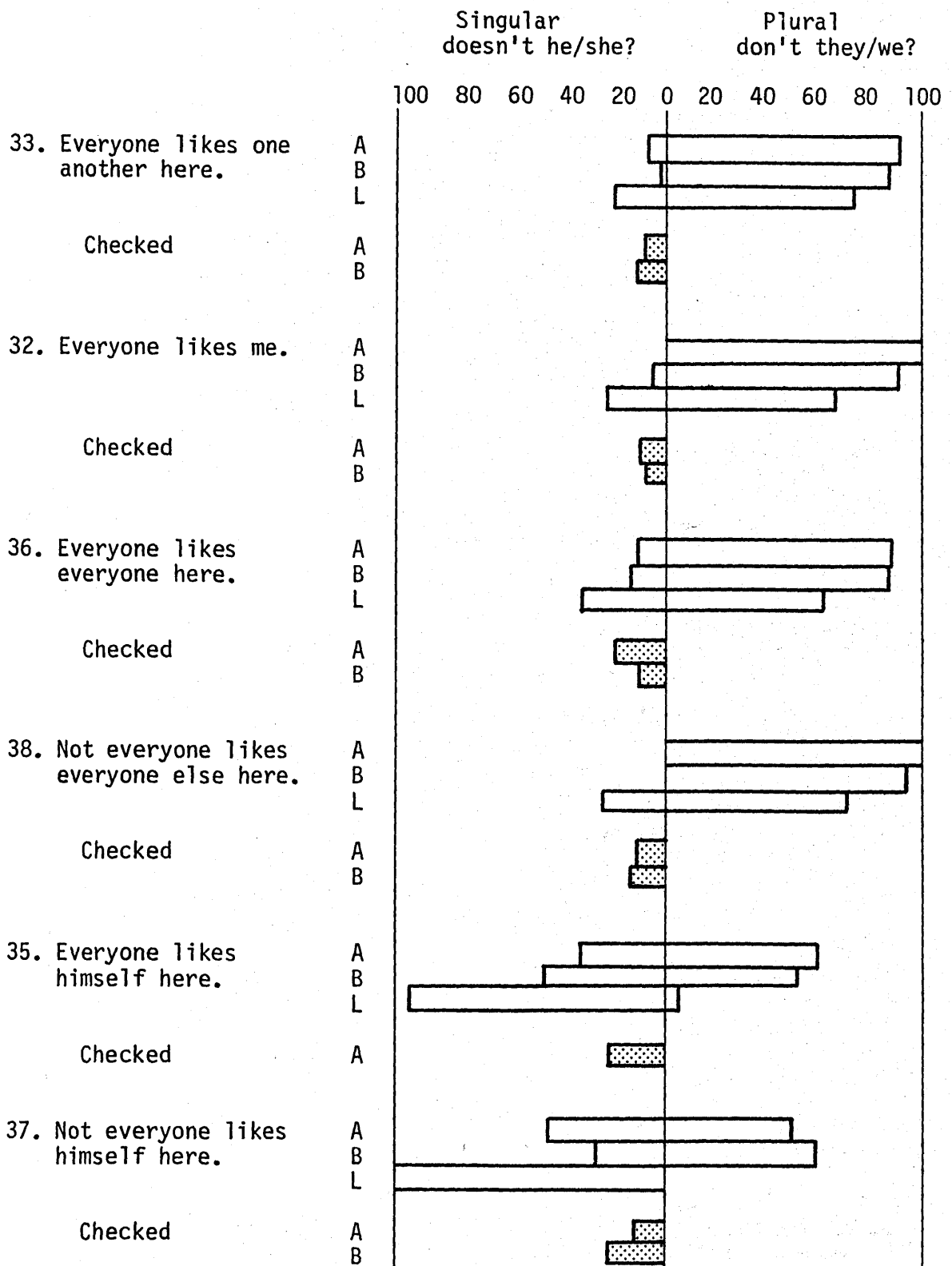
One might have expected the quasi-auxiliary have to to complete the figure with unanimous agreement of all informants on do as the tag auxiliary. Group A meets this expectation, and group B, although one aberrant response "can't I" is recorded, at least meets the expectation of 0% for have. However, 20% of group L repeats have in the tag following have to. This response is one of the strongest indications in the data of the bias of group L towards formal criteria as the overriding consideration in judging grammaticality. The lack of a single response of this kind from groups A and B may also say something about the efficiency of teaching in 20% of our classrooms.

Figures 3 and 4 present data on various aspects of pronoun agreement in tag questions. Following everyone in most contexts, all groups prefer they. Approximately one fourth to one third of group L prefers he or she. Slight variations in the percentages of all groups favoring one or another response occur, the determining element being the presence of some pronoun in the predicate which permits one to judge whether everyone is notionally singular or plural. When, however, the predicate contains the reflexive himself, the occurrence of he in the tag is more frequent for all groups, near or at the 100% level for group L, and as high as 44% for groups A and B. The negative form of such a statement elicits more responses with he from groups A and L but only half as many from group B.

Negative statements frequently produce a greater difference between groups A and L, on the one hand, and group B, on the other, than do analogous affirmative statements. We have noted this phenomenon for tags following everyone, have + got, and the full verb have. A slight trace is observable as well in group B tags following negated may. Why? Perhaps because the statement is syntactically more complicated; perhaps because the tag is, for some members of this group, less appropriate semantically. It is difficult to imagine an indirect way of discovering which of these explanations, if either, is nearer the truth.

The first two items in figure 4 allow one to extend these generalizations. Following everyone (Fig. 3) and each (Fig. 4), the pronoun in the tag is plural for the majority of all groups; one fourth to one third of group L favors he. For a large minority of the informants who normally use they, the effect of a noun or pronoun with the same referent in the statement is to elicit agreement in gender, person, and number in the tag pronoun.

Items 61 and 62 allow extension of the generalization made above concerning items 63 and 64, and observable in all the items containing correlative conjunctions (59-68). Groups A and B consistently use they in a tag following a statement containing subject nouns joined by a correlative. Group L prefers they only when both nouns or the second noun is plural.

Figure 3. Number in the pronoun following everyone.

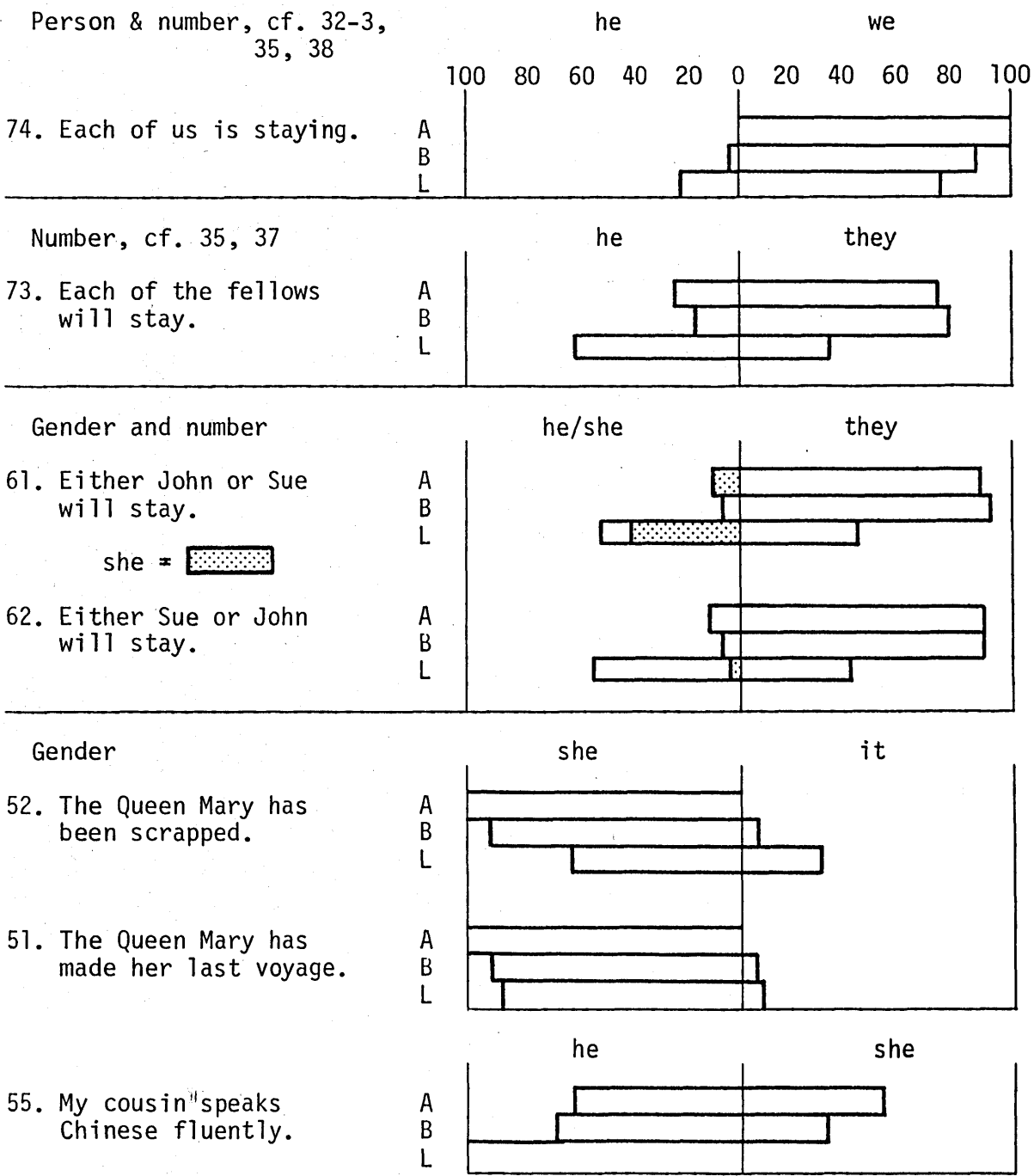


Figure 4. Person, number, and gender of pronouns

Following a statement containing the name of a ship, nearly all informants use she in the tag. A substantial minority of group L (36%), however, use it if the statement does not also contain her referring to the ship. Comparison with item 50, "The boat is sinking," for which 98% of all informants use it, raises the possibility that the pattern of responses to items 52-53 is in part created by the ship name used in the statement. More revealing responses might have been elicited had the ship name been Titanic and had item 51 followed rather than preceded 52 in the three questionnaires.

Item 55 does not elicit meaningful response, though it may seem to. Group L, it would appear, has a uniquely simple and unrealistic rule: when you don't know about whom you are talking, use the masculine form of the pronoun to refer to him, even if she is your own cousin. How groups A and B arrived at their responses is a mystery. Aberrant responses are elicited most frequently by a statement that contains some form of the first person pronoun, and though none of the responses to this item are aberrant, what they tell us about the informants' grammatical knowledge is no more than the response "okay?" One thing may, however, be observed: as with have to (item 7) the responses of group L reveal that group's strong bias in favor of form over meaning in judging grammaticality.

Figure 5 concerns tag formation following I believe or I think as either the main clause or a parenthetic expression modifying the statement. Groups A and L agree that the tag pronoun should be I when I believe or I think is the main clause, but not when it is a parenthetic expression. Between 41 and 53 percent of group B do not use I in the tag following a statement in which I believe or I think is the main clause; from 12 to 24% of this group use I in the tag when it is a parenthetic expression. Variations in the percentages beyond these gross observations do not seem particularly revealing, except that when the parenthetic expression I believe occurs at the end, rather than the middle of the statement, I tags occur three times as frequently for L, twice as frequently for B, and for 19%, as opposed to 0% of A.

The items presented in all 5 figures permit the following generalizations:

1. Group L prefers formal responses
2. Group B prefers notional responses
3. Group A prefers formal responses for auxiliaries and clauses, but notional responses for pronouns.

All groups exhibit divided usage on any but the simplest items, and it is far more difficult to assess the difficulty of an item than one would have expected. What, for example, caused one member of group A to respond to item 5 "We won't tolerate any nonsense" with "Shall we?" and another to respond with "Don't we?" It would appear that in tag question formation native intuition is various for various speakers because all speakers (including linguists) have a bias toward either formal or notional criteria in judging grammaticality. It remains to be seen whether

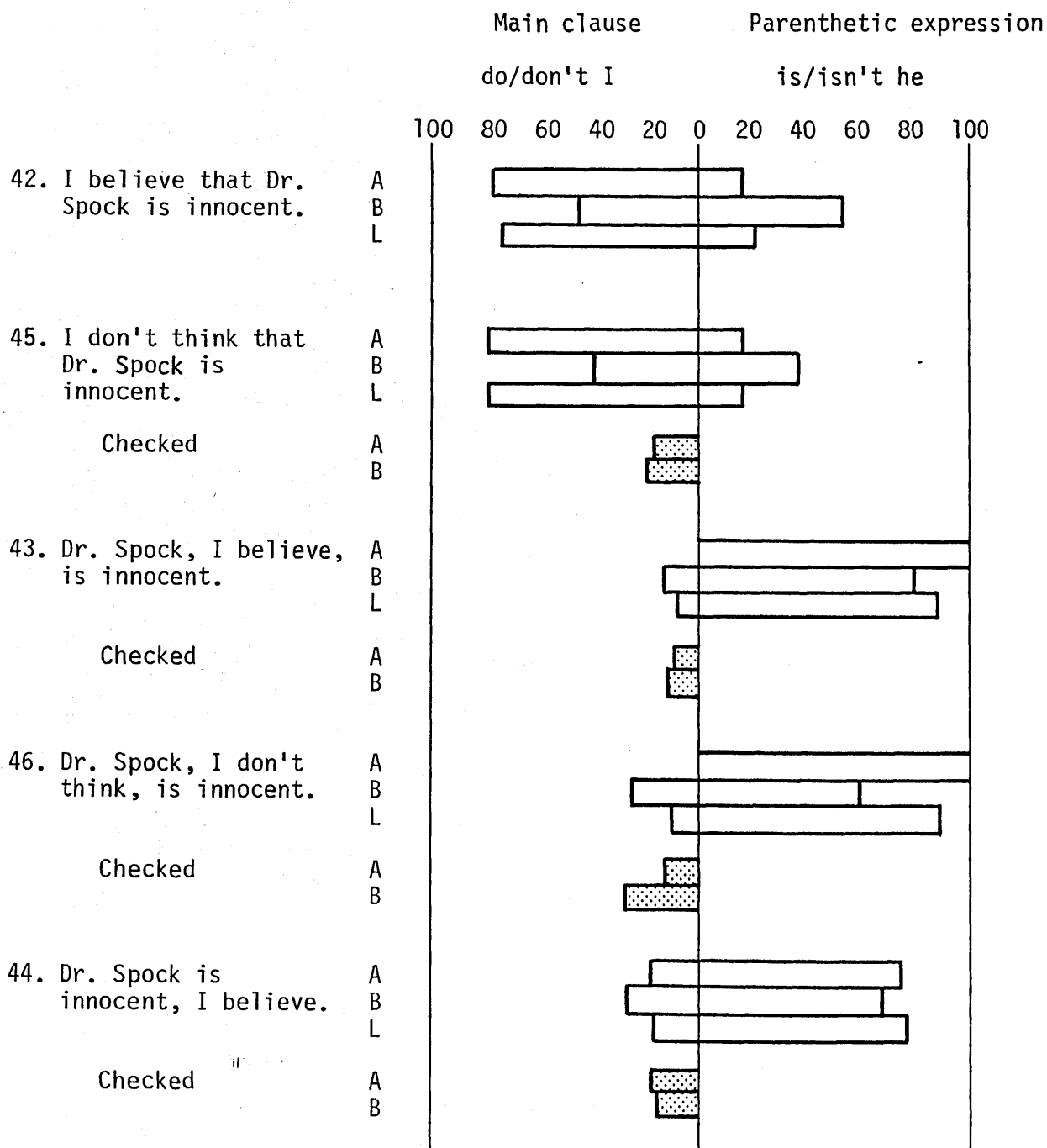


Figure 5. Believe/think as verb in main clause vs. in parenthetic expression

the variables governing this bias can be quantified in terms of social/education grouping of native speakers. The evidence of survey B confirms Lehiste's conclusion that bilinguals have much the same range of variability as native speakers. It suggests, however, that her conclusion based on this fact--that her data present a serious challenge to the current notion that grammaticality may be determined by appeal to the native speaker's intuitive knowledge--may need modification. Native intuition, rather, is bimodal, depending upon bias towards form or meaning, and it is possible that this bias is socially determined.

APPENDIX TABULATION OF RESPONSES

The first eighty-one sentences below appear in D. Terence Langendoen, 1970, pp. 10-31. Langendoen reports responses to items 7-68 and 70-74 supplied by a group of forty-six English teachers (group L in the tabulation below). The test items were placed in random order and submitted to two additional groups of native speakers: twelve students enrolled in an introductory linguistics class (group A) and thirty-two informants who were not English teachers and had not studied grammar at the college level (group B).

Informants of groups A and B were told to place a check mark after any tag question which they would avoid because it seemed awkward or unnatural; these check marks are tabulated as a number superscript. Some informants gave more than one response for the same item; these multiple responses are tabulated as a letter superscript for each part of the multiple response.

1. I like ice cream.

	A	B
Don't I?	12 ^a (100%)	30 ³ (94%)
Do I not?	1 ^a (8%)	
Do I?		1 (3%)
No response		1 ¹ (3%)
Checked		4 (13%)

2. You don't seem to understand me.

	A	B
Do you?	12 (100%)	25 (78%)
Do you not?		1 (3%)
Do I?		1 (3%)
Don't I?		1 (3%)
Should I?		2 (6%)
No response		2 ² (6%)
Checked		2 (6%)

3. Your father can do a hundred push-ups.

	A	B
Can't he?	12 (100%)	29 (91%)
Can he not?		1 (3%)
Can he?		2 (6%)

4. Louise is intelligent.

	A	B
Isn't she?	12 (100%)	29 ¹ (91%)
Is she?		2 (6%)
Isn't he?		1 (3%)
Checked		1 (3%)

5. We won't tolerate such nonsense.

	A	B
Will we?	10 (83%)	27 (84%)
Won't we?		1 (3%)
Shall we?	1 (8%)	
Do we?	1 (8%)	
Should we?		1 (3%)
Shouldn't we?		1 (3%)
No response		2 ² (6%)
Checked		2 (6%)

6. The sky looks threatening.

	A	B
Doesn't it?	12 (100%)	29 (91%)
Does it?		2 (6%)
Doesn't he?		1 (3%)

7-12 Items testing response to have

7. I have to go home now.

	A	B	L
Don't I?	12 (100%)	28 (88%)	36 (78%)
Do I not?		1 (3%)	
Do I?		1 (3%)	1 (2%)
Haven't I?			9 (20%)
Can't I?		1 (3%)	
Do you?		1 (3%)	

8. I've been waiting a long time.

Haven't I?	12 ^a A (100%)	30 B (94%)	45 L (98%)
Have I not?	1 ^a (8%)		
Have I?			1 (2%)
Haven't you?		1 (3%)	
Have you?		1 (3%)	

9. I have five cents in my pocket.

Don't I?	8 ^{aa} A (67%)	25 B (78%)	20 L (43.5%)
Do I not?	1 ^a (8%)		
Haven't I?	5 ^a (42%)	6 (19%)	26 (56.5%)
Do you?		1 (3%)	

10. I've got five cents in my pocket.

Haven't I?	5 ² A (42%)	18 ¹ B (56%)	35 L (76%)
Have I not?	1 (8%)		1 (2%)
Have I?			1 (2%)
Don't I?	6 (50%)	12 (38%)	8 (18%)
Do I?		1 (3%)	
Do you?		1 (3%)	
No response			1 (2%)
Checked	2 (17%)	1 (3%)	

11. I haven't got five cents to my name.

Have I?	7 ² A (58%)	12 ¹ B (38%)	38 L (83%)
Haven't I?		2 (6%)	2 (4%)
Have I not?		1 (3%)	
Do I?	5 (42%)	12 (38%)	6 (13%)
Don't I?		3 (9%)	
No response		2 ² (6%)	
Checked	2 (17%)	3 (9%)	

12. I have not five cents to my name.

	A	B	L
Do I?	4 (33%)	13 ^a (41%)	17 (37%)
Don't I?		1 (3%)	
Have I?	8 ¹ (67%)	13 ^{2a} (41%)	29 (63%)
Haven't I?		1 (3%)	
Have I not?		1 (3%)	
Don't you?		1 (3%)	
No response		3 ³ (9%)	
Checked	1 (8%)	5 (16%)	

13-16 Items testing response to extraposition

13. There is a book on the table.

	A	B	L
Isn't there?	12 (100%)	29 ¹ (91%)	44 (96%)
Is there?		1 (3%)	1 (2%)
Isn't it?		2 (6%)	1 (2%)
Checked		1 (3%)	

14. There isn't any chalk on the rack.

	A	B	L
Is there?	12 (100%)	26 (81%)	46 (100%)
Isn't there?		2 (6%)	
Is it?		1 ¹ (3%)	
Are they?		1 (3%)	
No response		2 ² (6%)	
Checked		3 (9%)	

15. There is no chalk on the rack.

	A	B	L
Is there?	11 ¹ (92%)	25 (78%)	45 (98%)
Isn't there?	1 (8%)	3 (9%)	1 (2%)
Is it?		1 ¹ (3%)	
Are they?		1 (3%)	
No response		2 ² (6%)	
Checked	1 (8%)	3 (9%)	

16. There happen to be six books on the table.

	A	B	L
Don't there?	3 (25%)	2 (6%)	18 (39%)
Doesn't there?		1 (3%)	
Didn't there?	1 (8%)	1 (3%)	
Don't they?			2 (4%)
Aren't there?	7 ¹ (58%)	13 ³ (41%)	26 (57%)
Are there not?	1 (8%)		
Are there?		1 (3%)	
Aren't they?		2 (6%)	
Isn't there?		7 (22%)	
Is there?		1 (3%)	
Was there?		1 (3%)	
Weren't there?		1 (3%)	
Happens there?		1 ¹ (3%)	
No response		1 ¹ (3%)	
Checked	1 (8%)	5 (16%)	

17-21. Sentences with must, may and ought.

17. I must go home now.

	A	B	L
Mustn't I?	4 ¹ (33%)	6 ³ (19%)	42 (92%)
Mushn't I?	2 (17%)	7 ¹ (22%)	
Mustn I?	1 ¹ (8%)		
Must I not?	2 (17%)	1 (3%)	1 (2%)
Must I?		3 ¹ (9%)	
Don't I?	2 ^a (17%)	3 (9%)	2 (4%)
Do I not?	1 ^a (8%)		
Shouldn't I?	1 (8%)	10 (31%)	
Won't I?			1 (2%)
Must you?		1 (3%)	
No response		1 ¹ (3%)	
Checked	2 (17%)	6 (19%)	

18. I may not see you tomorrow.

	A	B	L
May I?	5 ² (42%)	3 ¹ (9%)	32 (70%)
Mayn't I?	1 ¹ (8%)	1 ¹ (3%)	
May I not?	1 ¹ (8%)		
Might I?		1 (3%)	
Will I?	5 ¹ (42%)	16 ³ (50%)	13 (28%)
Won't I?		1 (3%)	1 (2%)
Should I?		1 (3%)	
Won't you?		1 (3%)	
No response		8 ⁸ (25%)	
Checked	5 (42%)	13 (41%)	

19. I may see you tomorrow.

	A	B	L
Mayn't I?	2 ¹ (17%)	1 ¹ (3%)	10 (22%)
May I not?	4 ² (33%)	2 ¹ (6%)	11 (24%)
May I?		2 (6%)	
Mightn't I?	1 (8%)		2 (4%)
Might I not?		1 (3%)	
Might I?		1 (3%)	3 (7%)
Can't I?			1 (2%)
Shouldn't I?		1 (3%)	
Shall I?			1 (2%)
Won't I?	4 (33%)	16 ¹ (50%)	17 (37%)
Will I?	1 (8%)	2 (6%)	1 (2%)
Will you?		1 (3%)	
I hope?		1 (3%)	
Okay		1 (3%)	
No response		3 ³ (9%)	
Checked	3 (25%)	6 (19%)	

20. You ought not smoke.

	A	B	L
Ought you?	5 ³ (42%)	4 ³ (13%)	35 (76%)
Oughtn't you?	1 ¹ (8%)	4 ⁴ (13%)	
Oughn't you?	1 ¹ (8%)		
Oughtn you?		1 (3%)	
Oughten you?		1 (3%)	
Had you?		1 (3%)	1 (2%)
Should you?	4 (33%)	14 ¹ (44%)	9 (20%)
Shouldn't you?	1 (8%)	2 (6%)	1 (2%)
Should I?		1 (3%)	
No response		4 ⁴ (13%)	
Checked	5 (42%)	12 (36%)	

21. You ought to smoke.

	A	B	L
Oughtn't you?	4 ³ (33%)	6 ² (19%)	26 (57%)
Ought'n you?	1 (8%)		
Hadn't you?	1 (8%)		1 (2%)
Shouldn't you?	6 (50%)	18 ² (56%)	19 (41%)
Or shouldn't you?		1 (3%)	
Should you?		1 (3%)	
Won't you?		1 (3%)	
Should I?		2 (6%)	
Why?		1 (3%)	
No response		2 ² (6%)	
Checked	3 (25%)	6 (19%)	

22-23 Items with am + present participle

22. I'm not going to the store now.

	A	B	L
Am I?	11 (92%)	25 ^a (78%)	46 (100%)
Am I not?	1 (8%)	2 (6%)	
Aren't I?		1 (3%)	
Should I?		1 (3%)	
Will I?		1 ^a (3%)	
Aren't you?		1 (3%)	
No response		2 ² (6%)	
Checked		2 (6%)	

23. I'm going to the store now.

	A	B	L
Aren't I?	6 ¹ (50%)	24 ² (75%)	28 (61%)
Am I not?	4 ¹ (33%)	3 (9%)	17 (37%)
Ain't I?	1 ¹ (8%)		1 (2%)
Am I?		1 (3%)	
Can't I?		1 (3%)	
Shouldn't I?		1 (3%)	
May I?		1 (3%)	
Are you?		1 (3%)	
Checked	3 (25%)	2 (6%)	

24-31 Items with various negative devices

24. The boy never watched his sister.

	A	B	L
Did he?	11 (92%)	25 (78%)	46 (100%)
Didn't he?		3 (9%)	
Does he?	1 (8%)		
Doesn't he?		1 (3%)	
Shouldn't he?		1 (3%)	
Didn't you?		1 (3%)	
No response		1 ¹ (3%)	
Checked		1 (3%)	

25. The boy watched his sister at no time.

	A	B	L
Did he?	12 ² (100%)	23 ² (72%)	38 (83%)
Or did he?		1 (3%)	
Didn't he?		5 (16%)	8 (17%)
Did he not?		1 (3%)	
Shouldn't he?		1 (3%)	
No response		1 ¹ (3%)	
Checked	2 (17%)	3 (9%)	

26. The boy rarely watched his sister.

	A	B	L
Did he?	12 ¹ (100%)	25 (75%)	41 (89%)
Didn't he?		5 (16%)	5 (11%)
Does he?		1 (3%)	
Can't he?		2 (6%)	
Checked	1 (8%)		

27. The boy watched his sister infrequently.

	A	B	L
Didn't he?	11 ^a (92%)	28 ² (88%)	43 (94%)
Did he not?	1 ^a (8%)		
Did he?		2 (6%)	3 (6%)
Doesn't he?		1 (3%)	
Didn't I?	1 (8%)		
No response		1 ¹ (3%)	
Checked		3 (9%)	

28. The boy often watched his sister.

	A	B	L
Didn't he?	11 (92%)	30 (94%)	46 (100%)
Did he not?	1 (8%)		
Did he?		1 (3%)	
Doesn't he?		1 (3%)	

29. The boy watched no one.

	A	B	L
Did he?	10 ¹ (83%)	25 ¹ (78%)	36 (78%)
Didn't he?	1 ¹ (8%)	4 (13%)	10 (22%)
Did he not?	1 (8%)		
Shouldn't he?		1 (3%)	
No response		2 ² (6%)	
Checked	2 (17%)	3 (9%)	

30. No one watched my sister.

	A	B	L
Did he?	1 ¹ (8%)		23 (50%)
Didn't he?			2 (4%)
Did anyone?		1 (3%)	
Did they?	11 ¹ (92%)	25 (78%)	17 (37%)
Didn't they?		3 ¹ (9%)	4 (9%)
Shouldn't they?		1 (3%)	
Did you?		1 (3%)	
No response		1 ¹ (3%)	
Checked	2 (17%)	2 (6%)	

31. No one watches TV any more.

	A	B	L
Does he?			17 (37%)
Doesn't he?			1 (2%)
Does one?		1 (3%)	
Do they?	12 (100%)	23 (72%)	26 (57%)
Don't they?		6 (19%)	2 (4%)
No response		22 (6%)	
Checked		2 (6%)	

32-41 Items with every, all, few, any.

32. Everyone likes me.

	A	B	L
Doesn't he?		1 (3%)	12 (26%)
Don't he?		11 (3%)	
Don't they?	12 ^{1a} (100%)	28 ¹ (88%)	34 (74%)
Do they not?	1 ^a (8%)		
Do they?		2 (6%)	
Checked	1 (8%)	2 (6%)	

33. Everyone likes one another here.

	A	B	L
Doesn't he?	1 (8%)	11 (3%)	10 (22%)
Does he?			1 (2%)
Don't they?	9 ^{1a} (75%)	26 ¹ (81%)	34 (74%)
Do they not?	1 ^a (8%)		
Do they?		1 (3%)	1 (2%)
Don't we?	2 (17%)	1 (3%)	
Do I?		1 (3%)	
Shouldn't they?		1 (3%)	
No response		11 (3%)	
Checked	1 (8%)	3 (9%)	

34. All the students like one another here.

	A	B	L
Don't they?	11 ^a (92%)	28 (88%)	46 (100%)
Do they not?	1 ^a (8%)		
Do they?		3 (9%)	
Don't you?		11 (3%)	
Checked		1 (3%)	

35. Everyone likes himself here.

	A	B	L
Doesn't he?	4 ¹ (33%)	12 ^a (38%)	45 (98%)
Don't he?		1 (3%)	
Didn't he?		1 (3%)	
Don't they?	7 ¹ (58%)	16 ^a (50%)	1 (2%)
Do they?		1 (3%)	
Don't we?	1 (8%)	2 (6%)	
	2 (17%)		

36. Everyone likes everyone here.

	A	B	L
Doesn't he?	1 (8%)	3 ² (9%)	14 (31%)
Doesn't she?			1 (2%)
Don't they?	11 ^{2a} (92%)	21 (66%)	31 (67%)
Do they not?	1 ^a (8%)		
Do they?		3 (9%)	
Didn't they?		1 (3%)	
Don't we?		3 (9%)	
Do we not?		1 (3%)	
Checked	2 (17%)	2 (6%)	

37. Not everyone likes himself here.

	A	B	L
Does he?	5 (42%)	6 (19%)	43 (94%)
Doesn't he?		1 (3%)	3 (6%)
Do they?	6 ¹ (50%)	18 ² (56%)	
Don't they?		2 (6%)	
Do we?	1 (8%)	1 (3%)	
Do you?		1 (3%)	
No response		3 ³ (9%)	
	1 (8%)	5 (16%)	

38. Not everyone likes everyone else here.

	A	B	L
Does he?			12 (26%)
Do they?	11 ¹ (92%)	25 ¹ (78%)	34 (74%)
Don't they?	1 (8%)	4 ¹ (13%)	
Do we?		1 (3%)	
Can't you?		1 (3%)	
No response		1 ¹ (3%)	
Checked	1 (8%)	3 (9%)	

39. Few people like me.

	A	B	L
Do they?	12 ¹ (100%)	20 ¹ (63%)	39 (85%)
Don't they?		10 ³ (31%)	7 (15%)
Do they not?		1 (3%)	
No response		1 ¹ (3%)	
Checked	1 (8%)	5 (16%)	

40. A few people like me.

	A	B	L
Don't they?	11 (92%)	29 (91%)	46 (100%)
Do they not?	1 (8%)		
Do they?		3 (9%)	

41. Seldom did anyone say anything.

	A	B	L
Did he?			19 (41%)
Didn't he?			3 (7%)
Did one?		1 ¹ (3%)	
Did anyone?		1 (3%)	
Did they?	12 ¹ (100%)	22 ¹ (69%)	22 (48%)
Didn't they?		4 (13%)	2 (4%)
Couldn't they?		1 (3%)	
No response		3 ³ (9%)	
Checked	1 (8%)	5 (16%)	

42-46. Items with believe/think in the main clause or as a parenthetical expression.

42. I believe that Dr. Spock is innocent.

	A	B	L
Isn't he?	2 (17%)	16 (50%)	10 (22%)
Is he?		1 (3%)	
Don't I?	9 (75%)	13 (41%)	36 (78%)
Do I?		1 (3%)	
Do you?		1 (3%)	
Don't you?	1 (8%)		

43. Dr. Spock, I believe, is innocent.

	A	B	L
Isn't he?	12 ¹ (100%)	27 ² (84%)	43 (94%)
Is he?		1 (3%)	
Don't I?		2 ¹ (6%)	3 (6%)
Do you?		1 (3%)	
Don't you?		1 (3%)	
Checked	1 (8%)	3 (9%)	

44. Dr. Spock is innocent, I believe.

	A	B	L
Isn't he?	10 ¹ (83%)	23 ⁴ (72%)	38 (83%)
Is he?		1 (3%)	
Don't I?	2 ¹ (17%)	5 ¹ (16%)	7 (15%)
Do I?		1 (3%)	
Isn't it?			1 (2%)
Do you?		1 (3%)	
Don't you?		1 (3%)	
Checked	2 (17%)	5 (16%)	

45. I don't think that Dr. Spock is innocent.

	A	B	L
Is he?	2 (17%)	13 ¹ (41%)	8 (17%)
Do I?	9 ¹ (75%)	11 ² (34%)	37 (81%)
Don't I?		1 (3%)	1 (2%)
Do you?	1 ¹ (8%)	3 ³ (9%)	
Don't you?		1 (3%)	
No response		3 (9%)	
Checked	2 (17%)	6 (19%)	

46. Dr. Spock, I don't think, is innocent.

	A	B	L
Is he?	12 ¹ (100%)	18 ⁴ (56%)	34 (74%)
Isn't he?		3 (9%)	9 (20%)
Do I?		5 ¹ (16%)	1 (2%)
Don't I?		1 (3%)	
Do he?			2 (4%)
Do you?		1 (3%)	
Don't you?		1 (3%)	
No response		4 ⁴ (13%)	
Checked	1 (8%)	9 (28%)	

47-58 Items with subject of indeterminate gender.

(Group A includes 7 women, 5 men; Group B 20 women, 13 men; and Group L 32 women, 14 men.)

47. One of my friends is coming.

	A	B	L
Isn't he?	10 (83%)	23 (72%)	37 (81%)
Is he?		2 ¹ (6%)	
Isn't she?	1 (8%)	3 (9%)	9 (20%)
Is she?		1 (3%)	
Aren't they?	1 (8%)	3 (9%)	
Checked		1 (3%)	

48. The child is crying.

Isn't he?	6 ^a A (50%)	14 ^a B (44%)	31 L (68%)
Is he?		1 (3%)	
Isn't she?	3 ^a (25%)	4 (13%)	2 (4%)
Is she?		1 (3%)	
Isn't it?	4 (33%)	11 ^a (34%)	13 (28%)
Is it?		2 ¹ (6%)	
Checked		1 (3%)	

49. The baby is crying.

Isn't he?	4 ^a A (33%)	13 B (41%)	30 L (65%)
Isn't she?	1 ^a (8%)	4 (13%)	
Isn't it?	8 (67%)	14 (44%)	16 (35%)
Is it?		1 (3%)	

50. The boat is sinking.

Isn't it?	12 A (100%)	29 B (91%)	45 L (98%)
Is it?		2 (6%)	
Isn't she?		1 (3%)	1 (2%)

51. The Queen Mary has made her last voyage.

Hasn't she?	12 A (100%)	23 B (72%)	41 L (89%)
Has she?		2 (6%)	
Hasn't it?		1 (3%)	5 (11%)
Didn't she?		4 (13%)	
Did she?		1 (3%)	
Didn't it?		1 (3%)	

52. The Queen Mary has been scrapped.

Hasn't she?	12	A	(100%)	26 ^a	B	(81%)	30	L	(65%)
Has she?				4 ^a		(13%)			
Hasn't it?				2		(6%)	16		(35%)
Has it?				1		(3%)			

53. My cousin is handsome.

Isn't he?	12	A	(100%)	31 ¹	B	(97%)	46	L	(100%)
Is he?				1		(3%)			
Checked				1		(3%)			

54. My cousin is pretty.

Isn't she?	12	A	(100%)	30 ^{2a}	B	(94%)	46	L	(100%)
Is she?				2		(6%)			
Isn't he?				1 ^a		(3%)			
Checked				2		(6%)			

55. My cousin speaks Chinese fluently.

Doesn't he?	7 ^{aa}	A	(58%)	19	B	(59%)	46	L	(100%)
Does he?				2 ¹		(6%)			
Doesn't she?	7 ^{aa}	A	(58%)	11		(34%)			
Checked				1		(3%)			

56. My cousin married the son of a millionaire.

Didn't she?	8	A	(67%)	21	B	(67%)	46	L	(100%)
Did she?				3		(9%)			
Didn't he?	4		(33%)	7 ¹		(21%)			
Didn't it?				1		(3%)			
Checked				1		(3%)			

57. My uncle's spouse won't eat caviar.

	A	B	L
Will she?	11 (92%)	20 ³ (63%)	44 (96%)
Won't she?		5 (16%)	2 (4%)
Will he?	1 (8%)	5 (16%)	
No response		2 ² (6%)	
Checked		5 (16%)	

58. My father's only child is brilliant.

	A	B	L
Isn't he?	4 ^a (33%)	13 (41%)	25 (54%)
Is he?		1 (3%)	
Isn't she?	4 ^a (33%)	3 (9%)	17 (37%)
Aren't I?	4 ¹ (33%)	6 ⁴ (19%)	2 (4%)
Am I not?	1 (8%)		2 (4%)
Ain't I?		1 (3%)	
Isn't I?		1 (3%)	
Isn't it?		6 (19%)	
Is it?		1 ¹ (3%)	
Checked	1 (8%)	5 (16%)	

59-68 Items with correlative subjects

59. Either the fellows or the girls will stay.

	A	B	L
Won't they?	11 (92%)	30 (94%)	46 (100%)
Will they not?	1 (8%)		
Will they?		1 ¹ (3%)	
Which one?		1 (3%)	
Checked		1 (3%)	

60. Either John or Tom will stay.

	A	B	L
Won't he?	5 (42%)	11 (33%)	40 (87%)
Won't they?	5 ¹ (42%)	19 (59%)	6 (13%)
Will they not?	1 (8%)		
Will they?		1 ¹ (3%)	
Which one?	1 (8%)	1 (3%)	
Checked	1 (8%)	1 (3%)	

61. Either John or Sue will stay.

	A	B	L
Won't they?	10 ^{1a} (83%)	26 (81%)	22 (48%)
Will they not?	1 ^a (8%)	1 (3%)	
Will they?	1 (8%)	2 ¹ (6%)	
Won't he?		1 ¹ (3%)	3 (7%)
Won't she?	1 (8%)		19 (41%)
Won't he or she?			1 (2%)
Won't John or Sue stay?		1 (3%)	
Should they?		1 (3%)	
No response			1 (2%)
Checked	1 (8%)	2 (6%)	

62. Either Sue or John will stay.

	A	B	L
Won't they?	10 ^{1a} (83%)	28 (88%)	20 (44%)
Will they not?	1 ^a (8%)		
Will they?	1 (8%)	1 ¹ (3%)	
Won't he?	1 (8%)	1 ¹ (3%)	23 (50%)
Will he?		1 (3%)	
Won't she?			1 (2%)
Won't she or he?			1 (2%)
Won't you?		1 (3%)	
No response			1 (2%)
Checked	1 (8%)	2 (6%)	

63. Either Sue or the boys will stay.

	A	B	L
Won't they?	12 ^a (100%)	27 (84%)	46 (100%)
Will they not?	1 ^a (8%)		
Will they?		1 ¹ (3%)	
Won't she?		3 (9%)	
Will she?		1 (3%)	
Which ones?		1 (3%)	
Checked		1 (3%)	

64. Either the girls or John will stay.

	A	B	L
Won't they?	10 ^a (83%)	29 ^a (91%)	21 (46%)
Will they not?	1 ^a (8%)		
Will they?	1 (8%)	2 (6%)	
Won't he?	1 (8%)	1 ^a (3%)	24 (52%)
Which one?		1 (3%)	
No response			1 (2%)

65. Neither John nor Tom stayed.

	A	B	L
Did they?	11 ¹ (92%)	28 (88%)	13 (28%)
Didn't they?		2 (6%)	1 (2%)
Did he?	1 (8%)		32 (70%)
Couldn't they?		1 (3%)	
No response		1 ¹ (3%)	
Checked	1 (8%)	1 (3%)	

66. Neither John nor Sue stayed.

	A	B	L
Did they?	11 (92%)	26 (81%)	24 (52%)
Didn't they?		4 (12%)	1 (2%)
Did she?	1 (8%)		18 (39%)
Did he?			2 (4%)
No response		2 ² (6%)	1 (2%)
Checked		2 (6%)	

67. Either all the boys or none of them will stay.

	A	B	L
Won't they?	5 (42%)	15 ¹ (47%)	17 (37%)
Will they?	7 ¹ (58%)	13 ³ (41%)	27 (59%)
Will he?			2 (4%)
Shouldn't they?		1 (3%)	
Can't they?		1 (3%)	
Okay?		1 (3%)	
Which will it be?		1 (3%)	
Checked	1 (8%)	4 (13%)	

68. Either none of the boys or all of them will stay.

	A	B	L
Won't they?	9 ¹ (75%)	23 (72%)	42 (91%)
Will they not?	1 (8%)		
Will they?		4 ² (13%)	4 (9%)
Oughtin they?		1 (3%)	
None or all which?		1 (3%)	
No response		3 ³ (9%)	
Checked	1 (8%)	5 (16%)	

69. Either Sue or Mary will stay.

	A	B
Won't they?	5 (42%)	17 (53%)
Will they not?	1 (8%)	
Won't she?	6 ¹ (50%)	12 (38%)
Will she?		2 ¹ (6%)
Which one?		1 (3%)
Checked	1 (8%)	1 (3%)

70-74 Items with all, any, each.

70. All of us will stay.

	A	B	L
Won't we?	11 (92%)	31 (97%)	44 (96%)
Shalln't we?	1 (8%)		
Won't they?			2 (4%)
Will you?		1 ¹ (3%)	
Checked		1 (3%)	

71. None of us will stay.

	A	B	L
Will we?	12 (100%)	23 (72%)	42 (92%)
Won't we?			1 (2%)
Will they?		2 (6%)	
Will he?			2 (4%)
Shall we?			1 (2%)
Should we?		1 (3%)	
Should we not?		1 (3%)	
Won't anyone?		1 (3%)	
Can't we?		1 (3%)	
No response		3 ³ (9%)	
Checked		3 (9%)	

72. Each of you will stay.

	A	B	L
Won't you?	12 ^a (100%)	28 (88%)	44 (96%)
Will you not?	1 ^a (8%)		
Will you?		2 ¹ (6%)	
Won't he?			2 (4%)
Will we?		1 (3%)	
Can't you?		1 (3%)	
Checked		1 (3%)	

73. Each of the fellows will stay.

	A	B	L
Won't he?	3 (25%)	5 ¹ (16%)	30 (65%)
Will he?		1 ¹ (3%)	
Won't they?	9 ^a (75%)	24 (75%)	16 (35%)
Will they not?	1 ^a (8%)		
Will they?		1 (3%)	
Shouldn't they?		1 (3%)	
Checked		2 (6%)	

74. Each of us is staying.

	A	B	L
Aren't we?	11 (92%)	27 (84%)	34 (74%)
Are we not?	1 (8%)		
Are we?		1 (3%)	
Isn't he?		1 (3%)	11 (24%)
Won't we?		1 (3%)	1 (2%)
Will you?		1 (3%)	
Are you?		11 (3%)	
Checked		1 (3%)	

75-82 Additional items

75. Six books happen to be on the table. [Cf. 16 above.]

	A	B
Don't they?	6 (50%)	10 (31%)
Do they not?	1 (8%)	
Didn't they?		2 (6%)
Did they?		11 (3%)
Aren't they?	3 (25%)	6 (19%)
Aren't there?	1 (8%)	8 ³ (25%)
Are there?		11 (3%)
Weren't there?	1 (8%)	2 (6%)
Isn't there?		11 (3%)
No response		11 (3%)
Checked		7 (22%)

76. My parakeet is sick.

	A	B
Isn't it?	6 (50%)	16 (50%)
Is it?		1 (3%)
Isn't he?	6 (50%)	12 (38%)
Is he?		21 (6%)
Isn't she?		1 (3%)
Checked		1 (3%)

77. Tweety, my parakeet, is sick.

Isn't he?	9 ^{aa} ^A (75%)	16 ^{aa} ^B (50%)
Is he?		1 (3%)
Isn't she?	4 ^{aa} (33%)	8 ^{1a} (25%)
Is she?		1 (3%)
Isn't it?	2 (17%)	6 ^a (19%)
Is it?		2 (6%)
Checked		1 (3%)

78. Two plus two is four.

Isn't it?	11 ^A (92%)	28 ^B (88%)
Is is not?		1 (3%)
Is it?		1 (3%)
Aren't they?	1 (8%)	2 (6%)

79. Two plus two are four.

Aren't they?	5 ¹ ^A (42%)	17 ⁴ ^B (53%)
Are they not?	1 (8%)	
Arn't it?		1 (3%)
Isn't it?	6 ¹ (50%)	11 ² (34%)
Is it?		1 (3%)
No response		2 ² (6%)
Checked	2 (17%)	8 (25%)

80. America will always defend her overseas interests. [Cf. 50-52 above.]

Won't she?	11 ^A (92%)	26 ¹ ^B (81%)
Won't we?		2 (6%)
Won't it?	1 (8%)	
Will it not?		1 (3%)
Shouldn't she?		2 (6%)
Has it?		1 (3%)
Checked		1 (3%)

81. America supports the United Nations.

	A		B
Doesn't she?	7 ^a (58%)	15	(47%)
Does she not?	1 ^a (8%)		
Does she?		1	(3%)
Don't we?		3	(9%)
Doesn't it?	5 (42%)	9	(28%)
Don't they?		1	(3%)
Do they?		1	(3%)
Shouldn't she?		1	(3%)
Shouldn't it?		1	(3%)

82. I would guess that it will rain.

	A		B
Won't it?	5 ¹ (42%)	20 ²	(63%)
Will it not?	1 (8%)		
Will it?		1	(3%)
Wouldn't it?		1	(3%)
Wouldn't I?	5 (42%)	8	(25%)
Wouldn't you?	1 (8%)	1	(3%)
Would you?		1	(3%)
		2	(6%)

REFERENCES

- Bolinger, Dwight L. 1957. Interrogative Structures of American English: The Direct Question. (PADS no. 28). University, Ala: University of Alabama Press.
- Langendoen, D. Terence. 1970. Essentials of English Grammar. New York: Holt, Rinehart, and Winston.
- Lehiste, Ilse. 1970. "Grammatical Variability and the Difference between Native and Non-Native Speakers," Working Papers in Linguistics No. 4. Columbus, Ohio: Ohio State University Computer and Information Science Center. pp. 85-94.